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ABSTRACT

A study conducted at the Western Australian Institute of Technology (W.A.I.T.) investigated the declining use of an external library collection consisting of 12,000 volumes and 1,600 photocopies of articles from journals and monographs. The problem was approached along several avenues: (1) a survey was made of study guides to ascertain what emphasis was placed on the library collection and how much use students were supposed to make of it; (2) interviews were held with staff members; (3) 1974 and 1975 usage statistics were analyzed and compared to establish usage and borrowing patterns in different subject areas and reveal any variations which could account for changes in loan figures; and (4) questionnaires were sent to all external students eligible to use the library. Findings indicate that most students relied only on the reading material suggested by their lecturers; external students did not have enough exposure to the mechanics of information selection and retrieval; 64 percent of the students who responded to the questionnaire had access to materials at other libraries; and, while the number of students eligible to use the library collection had increased by 49 percent, the number of registered borrowers had increased by only 25 percent. Appended are graphs depicting the number of books borrowed during 1974 and 1975 and tables listing enrollment and loan data, number of potential and registered borrowers at W.A.I.T. by subject discipline, and average borrowing rates by subject discipline for the fall 1975 semester.
(Author/JPF)

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# INVESTIGATION OF THE USE OF THE EXTERNAL COLLECTION

# T.L. ROBERTSON LIBRARY

by

John Greenwood

Peter Maskell

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## INVESTIGATION OF THE USE OF EXTERNAL COLLECTION T. L. ROBERTSON LIBRARY.

The collection, together with a smaller off-shoot located at the Centre for Advanced Education Bunbury, contains a total of about 12,000 volumes or 5,500 titles plus about 1,600 photocopies of articles from journals and monographs. The Bunbury collection contains about 2,000 volumes.

During 1974 the Bentley collection increased from about 3,900 up to about 7,500 monographs but loan figures stayed virtually constant. At this time (January 1975) it was predicted that, if the trend continued, only about 30% of the collection would be borrowed in 1975. Further analysis of the situation was undertaken during which the lending records of a sample comprising 25% of the monographs and 50% of the photocopies were examined. This indicated that 80% of the monographs had not been loaned and 67% of the photocopies had not been borrowed during 1974. It also indicated that, in general, provision of multiple copies in excess of three was a luxury.

The results of these investigations were embodied in a report to the Library Management Committee. In its reply the Committee concluded that a positive approach was needed to promote the use of the collection and it was also suggested that further investigations into the use of the collection be undertaken.

### INVESTIGATIONS UNDERTAKEN

It was decided to approach the problem along several avenues.

1. In order to ensure that all External students were aware of the collection and the services it offered an article was published in 'External Studies Review' which detailed the services with advice as to their utilization.

2. A survey was made of all study guides and other material available to students. This would, it was hoped, indicate the place of the library in the courses and how much use students were expected to make of it. This approach was supplemented by a personal interview survey of a representative sample of teaching staff in the main areas which cater for External Students.

3. A detailed analysis of the available statistics for the first semesters of 1974 and 1975 was made. This aimed at establishing usage and borrowing patterns in different subject areas and to compare 1974 with 1975 to demonstrate any variations which could account for changes in loan figures.

4. A questionnaire was sent to all External Students eligible to use the collection i.e. the 700 who live outside the Metropolitan area. This asked for details of their borrowing patterns, availability of other sources, opinion on the provision of a mobile library and any other comments on the service provided.

The last three areas are treated separately in the following pages and are followed by a summary of results and recommendations.

STUDY GUIDES AND STAFF SURVEY

a) Study Guides

Examination of this material showed that it fell into three broad categories with a few sub-categories within them.

I. No mention of the Library
These courses based their teaching solely on two or three basic texts, which students were obliged to buy, plus extensive notes; all assignments, tests etc. were taken from the texts. No additional reading was suggested or required.

This was particularly true of courses such as some areas of accountancy and most of the Mathematics units where the emphasis is on 'how' to perform a task with little 'why' opinion given or sought.

II. Limited mention of the Library
In these subjects the approach was very similar to that described above but a limited number of additional references were given "for interested students". Their use was not an integral part of the course. In a variant of this approach, students were urged to read "at least one" of the additional references. Some early Economics and Administration units use this approach.

III. Library-Involved Courses

i. 'Spoon feeding':
In this group very precise references were given, for each topic covered. e.g. Bloggs, J. Reformation Ch.2. p.19-22.

ii. 'Deep end':
Extensive lists of reference materials were given with no indication as to their applicability to which part of the course or to which topic. Some History units and Anthropology units do this.

iii. 'Pig in Poke':
Extensive reading lists were given for individual topics but no annotation or indication of content or depth of coverage.

iv. 'Direction posts':
Extensive reading lists for specific topics with annotations as to the nature and depth of coverage. A further refinement of this gave hints on how to use the references for particular assignments.

As would have been expected the subjects in which opinions are many and varied: e.g. Sociology, Psychology, History, Geography, Administration-Organizations, Education fall mainly in the third group with the more practical and concrete courses tending toward the first or, at best, the second group. There is perhaps little that can be done for the latter group but within the former there is room for comment and suggestion.

b) Staff Survey

This survey, whilst confirming much of the information obtained in the study guide survey, producing a number of other interesting points.

A number of lecturers suggested that the fall off in use could, in part, be due to the better service which public libraries are beginning to offer, both in the range of material kept and the loan service available from the State Library. It was also pointed out that a large number of students are teachers who have access to the Rooney and Sampson Libraries. In areas of Education the cover given by these two is generally said to be much better than W.A.I.T., especially in the Serials field and their acquisition of new material is said to be much more speedy. It was also suggested that, with no fees to pay, students are possibly buying more books.

The question of availability of material was raised by several departments. Delays of between 1 and 2 years between ordering material and it reaching the shelves were seen as inhibitory especially in areas where opinion was in a state of flux. e.g. Management, Education, Sociology etc. There were also problems and delays in the Bookshop purchasing department which seriously affected external students. When required texts were not available this placed greater load on the few copies of texts which external collection holds.

One other general matter which was raised was the service to Inter-State students who are taking courses externally with W.A.I.T. At present they are specifically debarred from using the External Collection, apart from the loan of photocopies, and are expected to use resources within the State in which they live. This often presents problems especially for people away from main centres or who are taking subjects which are not available elsewhere. It was felt that if they are accepted as External students they should have access to the complete range of resources.

Support for the idea of a subject catalogue was about 50-50.

Most of the lecturers contacted were actively engaged in selection of material for both the main and external collections although mention must be made of two cases where the individual concerned did not know that there was an External collection!

One cynic, a sociologist, suggested that some research might be done on how much people read of the material they borrowed In his opinion they did not read much of it.

ANALYSIS OF STATISTICS

The opening of the Bunbury branch in May 1974 naturally attracted some borrowers who had, up to then, been using the External collection at W.A.I.T. Where possible the combined figures have been considered in the following analysis.

The published statistical information available from the External Studies Department was not always presented in a convenient form and it was necessary to examine raw data in the form of student enrolment cards, Library registration cards and borrowing record cards.

Two main units of measurement have been employed: Student enrolments i.e. the number of students enrolled as external students, and Subject enrolments i.e. the number enrolled in a particular subject. Since a student may be enrolled in several subjects the subject enrolment figure is essential for comparisons between subjects.

In order to establish the potential clientele it was necessary to separate 'Country' from Metropolitan, Inter State and Overseas students since only 'Country' students are eligible to use the full facilities of the collection. A few students used both W.A I.T. and Bunbury collections so the total figure is very slightly (below 3%) inflated.

Table 1 compares enrolments for 1st Semester 1974 with similar figures for 1975

These figures show that, although the number of eligible students is up by 49% the registered borrowers have only increased by 25%. The 8% increase in total loans between 1974 and 1975 is very much less than what would be expected from the increases in student numbers. i.e. It appears that more students are borrowing fewer books.

If subject enrolments are considered, a similar trend emerges. The figures are shown in table 2.

This shows that although subject enrolments are up by 44%, registered borrowers only increased by 24% i.e. only about one in four of the increased subject enrolments is attracting library usage.

If the average number of books borrowed by a student is compared between 1974 and 1975 the ratio 10:9 seems to contradict the evidence of table 1 in that students average borrowing rates have changed very little between the two semesters.

A closer look at the borrowing records produced the figures shown in figure 1.

This indicates that a surprisingly large number of borrowers, 30% in 1974, 23% in 1975 went through the semester borrowing only 3 items. In 1975 there was a marked decrease in the number of students borrowing more than 10 books in the semester. This is equivalent to 1,000 fewer loans. On the other hand there was a marked increase in the number borrowing less than 10 books which was equivalent to 500 more loans in 1975.

Hence it appears that more students are borrowing fewer books each and the reduction in the number of big borrowers has kept the average practically constant.

Table 3 and 4 represent a detailed analysis and comparison of borrowers on a subject basis. These figures deal with the W.A.I.T. collection only since detailed records were not available for Bunbury.

No general trend is evident from these figures. There is evidence of a compound effect in that there has been an increase of borrowers in some areas of low lending rates, and a decrease in registered borrowers, despite an increase in potential borrowers, in some areas of high lending rates.

Accountancy, English, Literature, Law and Mathematics fall into the first category whilst Administration, Organization, Politics, Sociology and Geography are the main components of the second.

The first category must, to some extent, be accepted, since these are areas in which courses are, to a large extent, not library oriented and rely on text books plus notes.

The second, however, needs further attention, the withdrawal figure of about 25%, whilst it compares with the usual withdrawal rate still represents a loss of 92 potential borrowers, the time of withdrawal is spread over the semester so that it is difficult to draw any inferences as to its effect on loan numbers. Some research on reasons for withdrawal might point out deficiencies in supply of books, problems of time etc. which could be examined by the department concerned and the library.

QUESTIONNAIRES

A copy of the questionnaire and a summary of the answers is given as appendix 1.

103 replies were received from 700 sent out but, since only 350 were regular users, the response was better than it seems. Unfortunately the majority of replies were from people who used the library. Very few were received from non-users despite a follow-up letter. This gives the following comments a definite bias but does not detract from their value.

The main points arising from the formal questions were:

a) The majority of students relied on material suggested by their lecturers or referred to in study guides. Only 20% asked for other material.

b) Books and photocopies were seen to be of approximately equal value as reference material.

c) There was virtually unanimous support for an annotated subject catalogue.

d) A surprisingly large (64%) proportion had access to other libraries and at least half of these used other sources regularly.

e) 75% of respondent were in favour of a mobile library and the majority were prepared to travel at least some way to use one.

f) 70% of users were completely satisfied with the service and only 3% were dissatisfied.

The comments and criticisms received raised the following issues.

The most common complaint was on the shortness of the loan period. In many isolated areas students were only having a short time to read material if it was to be back by the due date. The collection has now changed to a semester loan period in line with the main library so these problems should disappear.

There was considerable interest in a subject catalogue and it would appear that it would be a welcome innovation. Book shortages were also mentioned by a number of students. This is a problem in a number of well defined areas, mainly in first year subjects where enrolment often exceeds expectations. It is not feasible to cater for upwards of 100 students asking for two or three basic texts during a three or four week period when an assignment is to be written.

Delays due to postal services were a steady source of complaint, these were sometimes compounded by delays in the provision of material in short supply.

## DISCUSSION OF FINDINGS

### 1. STAFF AND STUDY GUIDE SURVEY

#### A. STUDY GUIDES

Bearing in mind the problems of external students and the variety of subjects offered there is some difficulty in pointing to a 'best' approach to reference material. If some basic assumptions are made the number of approaches can be reduced to two.

1. External students have little time for general reading and require specific, minimum trouble, courses.
In this case the complete package deal is probably the answer. The course is structured round a definitive parcel; course notes, tapes, text books plus collections of readings on photocopies, all made available in one lot, direct from external studies department. In this case the library plays no part in what might loosely be called the educative process, and there are no delays whilst material is selected, processed and travels back and forth. The student has to display little selective talent and wastes no time in sieving relevant information from non-relevant material.

2. External students should be educated as well as taught i.e. they need some exposure to the mechanics of information selection and retrieval and are allowed time to do this.
In this case it seems that an approach along the lines of "Direction posts (see page 2)" would best serve their interests. This could be accomplished in two ways.

   i) Each subject should offer an annotated list of material which is available in the area with indications as to its depth of cover and approach. Preparation of these should be the responsibility of the course controller in conjunction with the External Studies Librarian to ensure availability of material cited and adequate coverage of the subject field.

   ii) An annotated catalogue of the external collection could be produced and published in sections. Copies of relevant sections would then be supplied to all new students. Supplements would need to be produced at regular intervals and the whole catalogue updated at intervals.

   Initial costs for this proposal could be high but, as the bibliographic information in the existing main catalogue will eventually be available in machine-readable form, and if annotations can be interfiled at required intervals, there are no theoretical reasons why such a catalogue could not be produced in this way. Preparation of the annotations for the present collection is estimated to be best part of a years work for one person working about two thirds full time, but thereafter it would be a continuing process as new works were received.

This would equip the external student with a knowledge of the coverage of the collection in various areas and give him a vicarious browsing facility within which he could use some selection and judgement.

B. STAFF

Some of the matters raised in these interviews were outside the control of the library but there are some areas in which some changes could be suggested.

1. Institute priority processing service for material classed as essential reading for external sources. This would operate from writing the book recommendation slip right through to the shelving of the material: This would need careful control and perhaps a quota system could be evolved.

2. Treat inter-state students on the same basic as intra-state students.

3. Produce a subject catalog to let lecturers know:

   a) that there is an External Collection

   b) the extent of cover in their area.

2. SUMMARY OF STATISTICS ANALYSIS

The main points to emerge are:

1. The opening of the Bunbury collection has been responsible for part of the decline in loan figures for the W.A.I.T. External Collection. This trend has continued in second semester and shows that the opening of the Centre at Bunbury has been a worthwhile venture.

2. The overall increase in numbers of eligible students was offset by a reduced percentage of these who registered as borrowers.

3. Although the average rate of borrowing overall remained practically constant at 8.8 books per user there was a decrease in the number of students borrowing 10 or more books in the Semester from the W.A.I.T. collection. Comparable figures for Bunbury were not obtainable.

4. Although no general trend was apparent from the subject area figures there was a compound effect on loan figures made up by an overall increase in some areas of low use and a decrease in some areas of high use.

5. Withdrawal rates of about 25% whilst being a fairly constant factor do tend to reduce the expected usage if this is calculated from registered borrower figures.

3. QUESTIONNAIRE

The main points upon which action could be taken were:

The unanimous support for an annotated subject catalogue. The logistics of this have already been referred to in the discussion under study guides.

The 75% support for a mobile library. This would only seem to be a feasible proposition in the S.W. area of the state.

At present, according to figures from External studies, Bunbury has a potential clientele of about 300 people.

If the W.A.I.T. growth rate is kept at about 1% as indicated in the Triennial document this will not increase substantially.

At present, only about 60 of these people are using the Bunbuty collection. This is somewhat low by the standards established this year.

The reason is not hard to find:

Only 94 of the 300 are in the Bunbury area,

20 are in the Majimup region
17 are in the Katanning region
36 are in the Narrogin region
51 are in the Albany region
19 are in the Eastern Fringe region

i.e. Most of them are between 100-250 miles from Bunbury and hence are not likely to use Bunbury regularly. In fact 67 of them are using the Bentley collection already.

A good case can be made for a mobile library based on Bunbury to service the S. West.

A preliminary survey of the distribution of students indicates that a 5½ day round trip would provide a much more effective service than is possible at present.

A possible route would be:

| | | |
|---|---|---|
| 1. | Bunbury to Manjimup | 82 miles |
| 2. | Manjimup to Albany | 145 miles |
| 3. | Albany to Katanning | 106 miles |
| 4. | Katanning to Lake Grace | 280 miles |
| 5. | Lake Grace to Corrigen | 78 miles |
| 6. | Corrigen to Bunbury | 200 miles |
| | | = 900 miles |

If this were done every three weeks, i.e. 4 times a semester it would involve about 3,600 miles of travel over 22 days

Approximate running costs would be:

| | $ |
|---|---|
| Fuel | 200 |
| Provident fund for service and replacement | 900 |
| Salaries. 1 asst. Lib. & driver/clerk (½ yr.) | 6,500 |
| Allowances per semester (for above staff) | 400 |
| Capital costs are hard to estimate but say $20,000 - $30,000 to build and equip vehicle plus $5,000 for initial book stock | 8,000 |

It is envisaged that the vehicle would have provision for photocopying and audio-visual facilities plus some reference and journal materials as well as catalogues of the external collection.

Another interesting point is the considerable number of students who are using other libraries regularly. This supports the view expressed by some staff members that other libraries could be assuming a greater role in the provision of material.

The final question raised by this analysis is the interpretation of the preference of 80% of students for material recommended in their study guides.

This may be attributable to the lack of any subject catalogue. On the other hand it may be that, as the courses are structured, the student has neither the time or inclination to look for other material. In this case a complete package deal approach could well be acceptable and, if the new approach to copyright is accepted, it could be a viable proposition to present the student with all his reference material in one package at the beginning of semester: This would go far toward solving the problem of delay both in the post and the library.

RECOMMENDATIONS

Very little information was obtained during these investigations to negate any of the recommendations outlined in the original report to the Library Management Committee.

These were:

1. All book multiples in excess of three to be removed from the collection and transferred to the main collection.

2. Multiple copies in excess of 3 per title should not be purchased.

   There are some titles for which this proviso could be relaxed but it would be better to restructure the teaching program. Hence these two recommendations stand.

3. The collection should be weeded at the end of 1975.

   With the removal of roughly one fifth of the area allotted to the collection together with the recently stepped up rate of processing new material, this recommendation still stands.

4. The recommendations given regarding photocopies stand. If copyright regulations are relaxed this will help in the implementation of these procedures. i.e.

   In 1976, all photocopies should be made in multiples of 3. They are numbered 1 to 3. No special binding is done on them. No catalogue record is made. They are filed on the shelves in alphabetical order by author. No special labeling is required. Bibliographic details are written on the front page of the photocopied item.

   The photocopies are sent to students on request, with the date due for return stamped in the normal way. Photocopy number 3 of each item is always the last to be issued and before it is loaned to the student, a copy is made of it and stamped copy no. 3. (In this manner it is ensured that there is always a copy available for further reproduction.)

   No loan file is maintained for photocopied items. No overdue nor recall procedures are effected.

Advantages of this proposed system are:

a) savings in binding of photocopies

b) savings in photocopy catalogue maintenance

c) savings in loan file maintenance

d) closer adherence to copyright laws?

Disadvantages of the system are:

a) the cost of additional photocopies (about 600 - 700 copies per annum i.e. about $30 - $35).

b) the inconvenience of not having a catalogue file for checking purposes.

5. Very earnest consideration should be given to the development of an annotated subject catalogue.

6. A feasibility study should be made on the provision of a mobile library service, centred on either Bunbury or Perth, to serve the S.W. area. Implementation may not be possible in the present financial climate but if the ground work is done it will be a start.

7. Consideration should be given to the extension and consolidation of the book box approach which has been tried at Narrogin, Albany, Port Hedland and Karatha during the last year. These books have been well used and appreciated by students.

8. A priority book service should be established in order to expedite the supply of books regarded as essential reading for external study courses.

9. Consideration should be given to allowing inter-stage students full borrowing privileges.

J. Greenwood
BRANCHES LIBRARIAN

P.E. Maskell
EXTERNAL COLLECTION LIBRARIAN

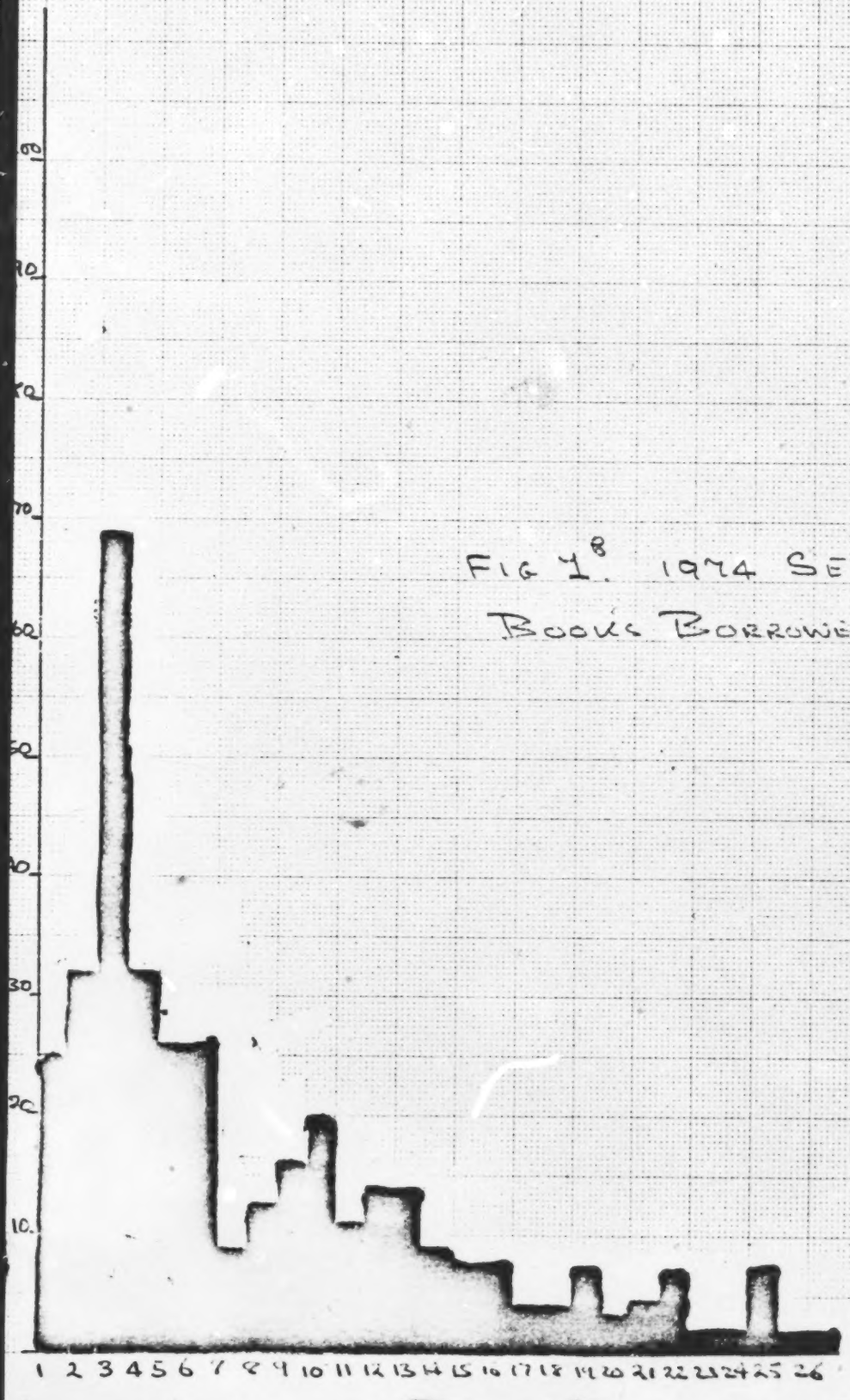


FIG 1[8]. 1974 SEMESTER ONE
BOOKS BORROWED / BORROWER.

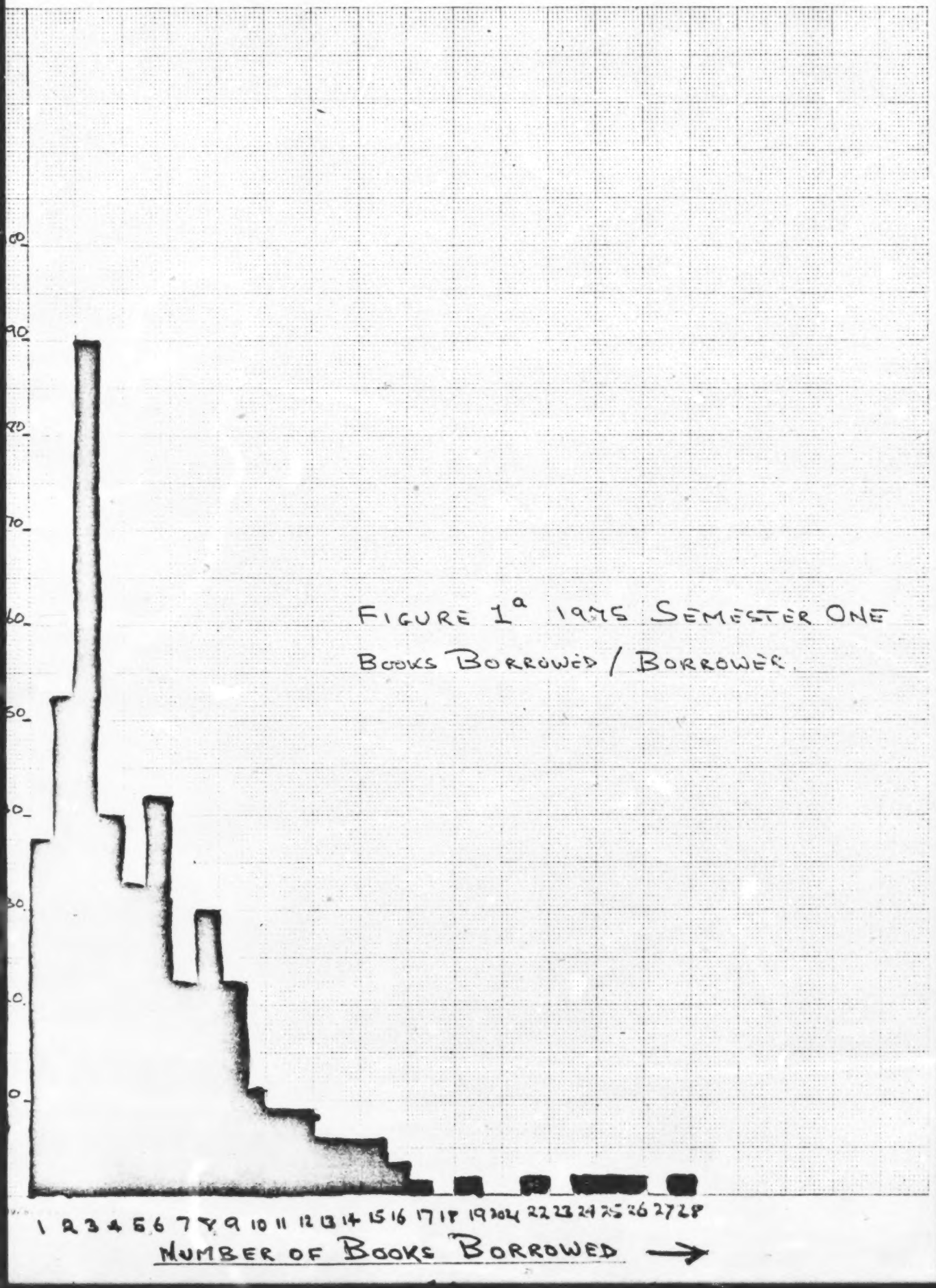


FIGURE 1[a] 1975 SEMESTER ONE
BOOKS BORROWED / BORROWER

| | | 1974 | 1975 | %INCREASE |
|---|---|---|---|---|
| TOTAL ENROLMENT 1ST SEMESTER | | 1292 | 1513 | 17 |
| STUDENTS ELIGIBLE TO BORROW | | 443 | 655 | 49 |
| STUDENTS REGISTERED AT EXT.COLL. | | 274 | 320 | |
| STUDENTS REGISTERED AT BUNBURY | | 28 | 57 | |
| | TOTAL | 302 | 377 | 25% |
| LOANS MADE - JUNE 30 | | | | |
| EXT. | | 2989 | 2392 | |
| BUNBURY | | 50 | 882 | |
| | TOTAL | 3039 | 3274 | 8% |

TABLE 1

Summary of Enrolment, Borrowers and Loans 1st Semester 1974 and 1975.

| | 1974 | 1975 | %INCREASE |
|---|---|---|---|
| Total Subject Enrolments | 776 | 1120 | 44 |
| Borrowers in these EXT. | 328 | 378 | 15 |
| BUNBURY | 40 | 81 | 50 |
| TOTAL | 368 | 459 | 24 |

TABLE 2

Subject Enrolments

TABLE 3

W.A.I.T.

| COURSE | | POTENTIAL BORROWERS | | | WITHDRAWALS | | | REGISTERED BORROWERS | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | '74 | '75 | 75-74 | '74 | 75 | 75-74 | '74 | '75 | 75-74 |
| ACCOUNTING | YR 1 | 32 | 45 | +13 | 14 | 9 | - 5 | 7 | 3 | - 4 |
| | YR 2 | 16 | 5 | -11 | 6 | 1 | - 5 | 3 | 3 | 0 |
| | YR 3 | 10 | 14 | + 4 | 2 | - | - 2 | - | 1 | + 1 |
| | YR 4 | 2 | 11 | + 9 | - | 2 | + 2 | - | 1 | + 1 |
| | YR 5 | 37 | 39 | + 2 | 6 | 7 | + 1 | 4 | 2 | - 2 |
| | TOTAL | 97 | 114 | +17 | 28 | 19 | - 9 | 14 | 10 | - 4 |
| ADMINISTRATION | YR 2 | 37 | 49 | +12 | 10 | 11 | + 1 | 24 | 24 | 0 |
| | YR 3 | 11 | 8 | - 3 | 4 | - | - 4 | 6 | 8 | + 2 |
| | YR 4 | 2 | 2 | 0 | 1 | - | - 1 | - | - | - |
| | YR 5 | 3 | 5 | + 2 | - | - | 0 | 3 | 4 | + 1 |
| | TOTAL | 53 | 67 | +14 | 15 | 11 | - 4 | 33 | 36 | + 3 |
| ANTHROPOLOGY | YR 2 | 2 | 13 | 11 | 1 | 6 | 5 | 2 | 12 | +10 |
| | YR 3 | - | 2 | 0 | - | | - | - | 1 | + 1 |
| AUDITING | YR 3 | 3 | 5 | 2 | - | - | - | - | 1 | + 1 |
| ART EDUCATION | YR 1 | 3 | 3 | 0 | 2 | - | - 2 | 4 | 3 | - 1 |
| | YR 2 | 2 | 5 | + 3 | - | + | 1 | - | 3 | + 3 |
| | YR 3 | 5 | 8 | + 3 | - | 1 | 1 | - | 1 | + 1 |
| | YR 4 | 1 | 1 | 0 | - | - | - | - | 1 | + 1 |
| ART HISTORY | YR 1 | 5 | 4 | - 1 | 1 | 1 | 0 | 5 | 1 | - 4 |
| | YR 2 | 4 | 8 | + 4 | - | 2 | 2 | 3 | 4 | + 1 |
| | YR 3 | 6 | - | - 6 | - | - | - | - | 1 | - 1 |
| | TOTAL | 26 | 33 | + 7 | 3 | 5 | + 2 | 13 | 13 | 0 |
| BIOLOGICAL SCIENCES | YR 1 | 4 | 15 | -11 | 0 | 1 | + 1 | 2 | 2 | 0 |
| BUSINESS COMMUNICA'N | YR 1 | 34 | 41 | + 7 | 11 | 9 | - 2 | 6 | 3 | - 3 |
| CLOTHING | YR 2 | 2 | - | - 2 | - | - | - | 1 | - | - 1 |
| | YR 3 | 1 | 3 | - 2 | - | | - 1 | - | 1 | 1 |
| CHEMISTRY | YR 1 | 1 | 7 | + 6 | - | | | - | - | 0 |
| DESIGN & DEVEL. | YR 1 | 2 | 4 | + 2 | - | | + 1 | 1 | 2 | + 1 |
| | YR 2 | 1 | 1 | 0 | - | - | | - | - | 0 |
| | YR 3 | 1 | 1 | 0 | - | - | | 1 | 1 | 0 |
| ENGLISH | YR 1 | 13 | 25 | +12 | 1 | 4 | + 3 | 1 | 2 | + 1 |
| ECONOMICS | YR 1 | 23 | 32 | + 9 | 6 | 13 | + 7 | 19 | 3 | -16 |
| | YR 2 | 10 | 10 | 0 | 3 | 4 | + 1 | 7 | 1 | - 6 |
| | YR 3 | 4 | 2 | - 2 | - | - | | - | - | |
| | YR 5 | 39 | 43 | + 4 | 20 | 7 | -13 | 2 | 6 | + 4 |
| | TOTAL | 76 | 87 | +11 | 29 | 24 | - 5 | 28 | 10 | -18 |
| EDUCATION | YR 3 | - | 11 | +11 | - | 5 | + 5 | - | 1 | + 1 |

| COURSE | | POTENTIAL BORROWERS | | | WITHDRAWALS | | | REGISTERED BORROWERS | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | '74 | '75 | 75-74 | '74 | 75 | 75-74 | '74 | '75 | 75-74 |
| FINANCE | YR 2 | 6 | 6 | 0 | 3 | 1 | - 2 | 1 | 1 | 0 |
| | YR 3 | 7 | 3 | - 4 | - | - | | - | - | |
| | YR 5 | 4 | 14 | +10 | 1 | 2 | + 1 | 1 | 1 | 0 |
| | TOTAL | 17 | 23 | + 6 | 4 | 3 | - 1 | 2 | 2 | 0 |
| GEOGRAPHY | YR 1 | 18 | 58 | +40 | 2 | 15 | +13 | 14 | 16 | + 2 |
| | YR 2 | 5 | 6 | + 1 | 2 | 4 | + 2 | 3 | 6 | + 3 |
| | YR 3 | 2 | 3 | + 1 | - | 2 | + 2 | 1 | 1 | 0 |
| | TOTAL | 25 | 67 | +42 | + 4 | +21 | +17 | +18 | 23 | + 5 |
| HISTORY | YR 1 | 32 | 50 | +18 | 10 | 7 | - 3 | 23 | 42 | +19 |
| | YR 2 | 2 | 2 | 0 | 0 | 2 | + 2 | 2 | 7 | - 1 |
| | YR 3 | 2 | - | - 2 | 0 | - | 0 | 2 | - | - 2 |
| | TOTAL | 36 | 52 | +16 | 10 | 9 | - 1 | 27 | 43 | +16 |
| HOME MANAGEMENT | YR 1 | 1 | 5 | + 4 | - | 2 | + 2 | - | 4 | + 4 |
| LAW | YR 1 | 1 | 16 | +15 | - | 4 | + 4 | - | + 3 | + 3 |
| | YR 2 | - | 2 | + 2 | - | - | - | - | - | - |
| | YR 3 | 2 | 13 | +11 | - | 4 | + 4 | 1 | + 4 | + 3 |
| | YR 5 | 3 | | - 3 | 2 | - | - 2 | - | - | |
| | TOTAL | 6 | 31 | +25 | 2 | 8 | + 6 | 1 | 7 | + 6 |
| LINGUISTICS | YR 1 | 1 | 6 | + 5 | - | 2 | | 3 | 4 | + 1 |
| LITERATURE | YR 1 | - | 12 | +12 | - | 1 | + 1 | - | 2 | + 2 |
| | YR 2 | - | 13 | +13 | - | 2 | + 2 | - | - | 0 |
| MATHS | YR 1 | 21 | 29 | + 8 | 6 | 9 | + 3 | 1 | 4 | + 3 |
| | YR 2 | 9 | 7 | - 2 | 1 | 1 | 0 | 4 | 1 | - 3 |
| | YR 3 | 3 | 8 | + 8 | 3 | 3 | + 3 | | 1 | + 1 |
| | TOTAL | 30 | 44 | +14 | 7 | 13 | + 6 | 5 | 6 | + 1 |
| MATH STATISTICS | YR 1 | 8 | 5 | - 3 | - | - | 0 | 1 | - | - 1 |
| | YR 2 | - | 7 | + 7 | - | 1 | 1 | - | 1 | + 1 |
| | YR 3 | - | 8 | + 8 | - | 3 | 3 | - | 1 | + 1 |
| NUTRITION | YR 2 | - | 2 | + 2 | - | - | | - | 1 | + 1 |
| ORGANIZATIONS | YR 1 | 25 | 43 | +18 | 7 | 10 | + 3 | 21 | 6 | -15 |
| | YR 2 | 9 | 25 | +16 | - | 3 | + 3 | 9 | 9 | 0 |
| | YR 5 | 34 | 41 | + 7 | 13 | 13 | 0 | 10 | 13 | + 3 |
| | TOTAL | 68 | 109 | +41 | 20 | 26 | + 6 | 40 | 28 | -12 |
| PSYCHOLOGY | YR 1 | 27 | 38 | +11 | 4 | - | | 22 | 30 | + 8 |
| | YR 2 | - | 3 | + 3 | - | - | | - | 1 | + 1 |
| | YR 3 | 1 | - | - 1 | - | - | | 1 | - | - 1 |
| | TOTAL | 28 | 41 | +13 | 4 | - | - 4 | 23 | 31 | + 8 |

| COURSE | | POTENTIAL BORROWERS | | | WITHDRAWALS | | | REGISTERED BORROWERS | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | '74 | '75 | 75-74 | '74 | 75 | 75-74 | '74 | '75 | 75-74 |
| POLITICS | YR 2 | 18 | 20 | + 2 | 1 | 2 | + 1 | 15 | 8 | - 7 |
| | YR 3 | - | 1 | + 1 | - | - | - | - | - | |
| | YR 5 | 6 | 14 | + 8 | - | - | - | 1 | 6 | + 5 |
| | TOTAL | 24 | 35 | +11 | 1 | 2 | + 1 | 16 | 12 | - 4 |
| PERSONNEL | YR 5 | 13 | 2 | -11 | 1 | 1 | 0 | 12 | - | -12 |
| | YR 3 | - | 2 | + 2 | - | 1 | + 1 | - | - | 0 |
| SOCIOLOGY | YR 1 | 34 | 101 | +67 | 5 | 26 | +21 | 34 | 67 | +33 |
| | YR 2 | 5 | 21 | +16 | 2 | 7 | + 5 | 6 | 13 | + 7 |
| | YR 3 | 9 | 5 | - 4 | 1 | 3 | + 2 | 9 | 5 | - 4 |
| | TOTAL | 48 | 127 | +79 | 8 | 36 | +28 | 49 | 85 | +36 |
| SCIENCE | YR 1 | 2 | 18 | +16 | - | - | 0 | 1 | 8 | + 7 |
| STATISTICS | YR 1 | 48 | 39 | - 9 | 8 | 4 | - 4 | - | 4 | + 4 |
| | YR 5 | 25 | 4 | -21 | 7 | 1 | - 6 | 1 | - | - 1 |
| | TOTAL | 73 | 43 | -38 | 15 | 5 | -10 | 1 | 4 | + 3 |
| SYSTEMS ANALYSIS | YR 1 | 5 | 4 | - 1 | 1 | 1 | 0 | 2 | 1 | - 1 |
| | YR 3 | 7 | 5 | - 2 | - | 1 | 1 | - | 1 | + 1 |
| TAXATION | YR 3 | 7 | 9 | + 2 | 3 | - | - 3 | - | 4 | + 4 |
| MARKETING | YR 2 | | 2 | 2 | | 2 | 2 | - | | |
| | YR 5 | - | 1 | 1 | - | - | - | - | 1 | 1 |
| INDUSTRIAL RELATIONS | YR 2 | - | 3 | 3 | - | - | - | - | 3 | 3 |
| WRITING | YR 1 | 7 | 16 | 9 | - | 3 | 3 | 3 | 1 | - 2 |
| SOCIAL SCIENCE | YR 2 | 7 | 3 | - 4 | - | - | - | 6 | 3 | - 3 |
| | YR 3 | 6 | 2 | - 4 | 4 | - | - 4 | - | 1 | 1 |
| LAND UTILIZATION | YR 1 | 1 | | - 1 | - | | - | - | | |
| | YR 2 | | 2 | + 2 | | 1 | 1 | | - | |
| BUILDING | YR 1 | 6 | 1 | - 5 | 1 | - | - | - | - | |
| | YR 2 | - | 1 | + 1 | - | - | - | - | - | |
| LETTERING | YR 1 | 5 | 1 | - 4 | 1 | - | - | - | - | |
| SURVEYING | YR 1 | 2 | 3 | + 1 | - | 2 | 2 | 1 | - | |
| GROUP DYNAMICS | YR 1 | - | 1 | + 1 | - | 1 | 1 | - | - | |
| S. E. ASIA | YR 1 | 4 | 3 | - 1 | 1 | - | | 3 | 3 | 0 |
| VALUATION | YR 2 | 3 | 3 | - | - | - | | 1 | - | - 1 |

TABLE 3

Comparison of subject enrolments registered borrower, and withdrawals for 1st Semester, 1975.

| SUBJECT | AVERAGE BORROWING RATES 1ST SEMESTER, 1975. |
|---|---|
| ACCOUNTING | 2 |
| ADMINISTRATION | 7 |
| ANTHROPOLOGY | 7 |
| ART | 5 |
| ENGLISH | 3 |
| SCIENCE | 4 |
| ECONOMICS | 5 |
| FINANCE | 6 |
| GEOGRAPHY | 6 |
| HISTORY | 6 |
| LAW | 4 |
| MATHS | 5 |
| ORGANIZATIONS | 6 |
| PSYCHOLOGY | 6 |
| POLITICS | 6 |
| SOCIOLOGY | 5 |
| BIOLOGY | 2 |

TABLE 4

Average borrowing rates per subject for main subject areas. 1st Semester, 1975.